



Evaluate the adaptation needs of young people



Context

Students with special educational needs are children, youth or adults who have impairments or disabilities that, when compensated for by reasonable accommodations, do not prevent them from achieving the objectives of their educational level. However, in order to make accommodations, it is necessary to identify the actual needs of these youth, highlighting their strengths and challenges, including through observation and self-observation.



Presentation

The assessment of pupils' needs can be done in different ways.

- Teacher observation of pupils :

* The teacher can create a portrait of the student, his/her learning strengths and challenges, based on an observation grid.

* the teacher can use alert grids to identify the young person's challenges related to the presence of a disorder/disability.

- Self-observation by students :

students can complete a self-observation grid to record the strengths and weaknesses they observe in themselves.



Identifying students' needs

1- Teacher observation of pupils :

Identifying the student's weaknesses and, more importantly, his or her strengths allows the teacher to determine the appropriate measures to be put in place to help the student in his or her schooling. He can thus observe :

- behaviors
- fine/global motor skills
- self-esteem
- relationship with others
- cognitive and metacognitive functioning
- degree of skill mastery
- etc....



Student's profile					
Social skills					
<i>Social relationships (peers and adults)</i>					
1. Student has and makes new friends					
2. Student is able to keep a commitment					
3. The student is able to communicate with other students (exchange, listen, play...)					
4. The student demonstrates empathy with peers					
5. The student shows respectful behavior towards adults					
6. The student is able to recognize the function of the adult and to solicit him/her appropriately according to his/her needs					
Communication					
<i>Verbal expression</i>					
7. Student is able to communicate with an adult					
8. Student is able to make self understood (by peers and adults)					
9. Student has a smooth, non-jerky speech flow					
10. The student uses a rich and varied vocabulary, appropriate to his/her age and the communication situation					
11. The student is able to take an active part in a discussion, a debate					
12. The student is able to express his/her feelings					
<i>Written expression</i>					
13. Student has legible and neat penmanship					
cognitive skills					
<i>memorize</i>					
14. The student is able to quickly restore knowledge and skills acquired in previous years					
15. The student is able to understand and reformulate an instruction					
16. The student needs regular memory reactivation to mobilize					

Accurately identifying the student's difficulties allows the teacher to plan reasonable accommodations to help the student. You will find many resources in the guide "supporting students with learning disabilities".



Attention	
Description of difficulty	Potential Supports
<ul style="list-style-type: none"> - problems focusing - appears not to be listening - does not complete assignments or rushes through them - does not follow instructions - difficulty starting tasks - difficult organizing - seeks sensory information: fidgeting, tapping, touching, making noise - loses things - changes thoughts quickly 	<ul style="list-style-type: none"> - check vision and hearing - allow a fidget toy (modeling clay, chewing gum or squeeze ball) - seat student away from distractions - use a timer for chunking times on task - provide authentic opportunity to move class (keep supplies at the back of the room) - provide a sizzle seat or exercise ball for seating - chunk longer assignments - mark assignments in stages

2- Alert grids for teachers :

Reading

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How often does your child:

Mispronounce (or used to) only certain words (e.g., says amunul for animal, poothtaste for toothpaste)

Never Rarely Sometimes Frequently Always

Have difficulty reading unfamiliar words or guess at them?

Never Rarely Sometimes Frequently Always

Pause, repeat or make mistakes when reading aloud?

Never Rarely Sometimes Frequently Always

Struggle to understand what he or she has read?

Never Rarely Sometimes Frequently Always

Avoid reading for pleasure?

Never Rarely Sometimes Frequently Always

Next

The alert grids allow teachers to identify the warning signs of the presence of a disorder.

Please note that teachers cannot make a diagnosis.

These alert grids allow them to refine an opinion and share their observations with parents or other professionals.

There are online alert grids:

<https://www.lexercise.com/tests/learning-disability-test>

3- Auto-observation grid for student :

There are two main reasons for offering students a self-observation grid. First, it allows students to become aware of their strengths, challenges and progress. Second, it helps the teacher compare his or her observation with the student's to get a more accurate picture of the student and how he or she is functioning.

Self Evaluation	
Name	Date
I follow directions the first time.	😊 😊 😊 😊
I am respectful of others.	😊 😊 😊 😊
I stay on task and complete my work.	😊 😊 😊 😊
I do my best & have a positive attitude.	😊 😊 😊 😊
My work is neat and organized.	😊 😊 😊 😊
I demonstrate self control.	😊 😊 😊 😊
I participate in class every day.	😊 😊 😊 😊
I am a good friend to others.	😊 😊 😊 😊
I complete my homework.	😊 😊 😊 😊



Resources

Supporting students with LN :

https://www.srsd119.ca/departments/teacherinformation/SSS/stategies_resources/SupportingStudentswLearningDisabilitiesProvinceBC.pdf